

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Summer Term 2014**

Part I

Course Title: Reading Like A Writer II

Course Code: EN6304

Course Duration: Intensive class sessions during summer residency including lectures and readings plus substantial independent preparation and some follow-up work.

Credit Units: 3

Level: P6

Medium of instruction: English

Prerequisites: EN6303 Reading Like A Writer I

Precursors: NA

Equivalent Courses: NA

Exclusive Courses: NA

Part II

Course Aims:

This course introduces students to critical reading of contemporary literary works in various genres (with a specialty in Asian writing) from a 'writerly' (as opposed to a literary critical) perspective. Students will discuss and analyze the readings from a writing craft standpoint and submit short critical essays or writing exercises focusing on specific elements of craft. As well, students will be exposed to contemporary writing outside their own genre. Before the commencement of the residency, students must complete a list of readings determined by the instructor (approx. 500 pp. of prose or 20 poems as well as critical essays as assigned) and write a reflective essay on how what they have read relates to their own work. After the residency, students must submit a critical essay on one of the works they have read.

Note: This course offers separate sessions and students can choose from either Creative Nonfiction or Fiction or Poetry. The course numbering I & II is only to indicate the student's progress as opposed to different levels. It is intended that students take a readings course in their own and one other genre of their choice.

Course Intended Leading Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs
1	Analyze contemporary world and Asian literature with a focus on writing craft .
2	Identify elements of craft that inform the creative process in producing literary works.
3	Consider the Asian aspects of creative writing as evidenced in contemporary literary works.

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

ILO No.	TLAs
CILOs 1 – 3	Assigned readings to be completed prior to attending the course.
CILOs 1 – 3	In class discussion of the assigned reading stimulates reflection and understanding of writing craft and Asian aspects of literary works.
CILO 1 - 3	Critical essays or other written reflections of specific elements of craft in the assigned readings focus analytical thinking about writing craft and the creative process.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

ILO No.	Assessment tasks/activities	Weighting
CILOs 1 - 3	Participation during class, especially demonstrating evidence of having completed all reading assignments.	20%
CILOs 1 – 3	Critical essay on one or more of the works discussed (to be submitted no later than six weeks after the residency).	50%
CILOs 1 - 3	Reflective essay relating any aspect of the works discussed to the student's own writing (to be submitted four weeks <i>before</i> the residency).	30%

Grading of Student Achievement

Grading pattern: Standard (A+, A, A- . . . F)

Assessment Form

Faculty must submit a final grade plus a brief written evaluation of each student's performance in the course.

Assessment Criteria

The tables below set out the assessment criteria for participation in the workshop as well as for the critical and reflective essays. All students are expected to submit assignments on time in accordance to the course schedule. Late submissions may result in the reduction of one minus grade for each late submission to the final grade (i.e.: B+ becomes B; B becomes B-; etc.).

Assessment Criteria: Participation

Grade	
A	Student demonstrates a superior ability to read and critique elements of writing craft in discussions of the assigned reading and is able to argue and defend her/his point of view with a high degree of persuasiveness. The student will also demonstrate a strong engagement with the material and thorough preparation as evidenced in the oral participation.
B	Student demonstrates a good ability to read and critique elements of writing craft in discussions of the assigned reading and is able to argue and defend her/his point of with a above average degree of persuasiveness. The student will also demonstrate a reasonable engagement with the material and good preparation as evidenced in the oral participation.
C	Student demonstrates an average ability to read and critique elements of writing craft in discussions of the assigned reading and is able to argue and defend her/his point of with a moderate degree of persuasiveness. The student will also demonstrate some engagement with the material and some preparation as evidenced in the oral participation.
D	Student demonstrates a weak ability to read and critique elements of writing craft in discussions of the assigned reading and is only marginally able to argue and defend her/his point of with any degree of persuasiveness. The student demonstrates limited engagement with the material and limited preparation as evidenced in the oral participation.
F	Student demonstrates little or no ability to read and critique elements of writing craft in discussions of the assigned reading and is unable or unwilling to argue and defend her/his point with any degree of persuasiveness. The student demonstrates little to no engagement with the material and minimal to no preparation as evidenced in the oral participation.

Assessment Criteria: Critical and Reflective Essays

Grade	
A	Writing demonstrates superior ability to define, describe and analyze the craft elements in the selected text(s) used as examples in critical essays. Essays are well organized, clear, concise and show evidence of sound and highly original critical thinking and depth of analysis. Writing exercise(s) demonstrates a superior ability to apply elements of craft to the assignment with a high degree of creativity, language skills and understanding of form or genre.
B	Writing demonstrates good ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical essays. Essays are organized, clear, concise and show evidence of sound critical thinking, some originality and depth of analysis. Writing exercise(s) demonstrates a good ability to apply elements of craft to the assignment with an above average degree of creativity, language skills and understanding of form or genre.
C	Writing demonstrates average ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical essays. Essays are organized and show sound critical thinking and some depth of analysis. Writing exercise(s) demonstrates an average ability to apply elements of craft to the assignment with a moderate degree of creativity, language skills and understanding of form or genre.
D	Writing demonstrates poor ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are marginally organized and lack depth in critical thinking and analysis. Writing exercise(s) demonstrates a below limited creativity, language skills and understanding of form or genre.
F	Writing is incompetent and demonstrate little or no ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are disorganized and lack critical thinking and analysis. Writing exercise(s) demonstrates a little to no creativity, language skills and understanding of form or genre.

Keyword Syllabus: To be advised

Recommended Reading Text(s)

To drawn from the Master Reading List of the MFA programme.